

Kentucky Department of Education  
Science Adoption 2008-2014

Provided by the Publisher	ISBN - <b>0495019518</b>		Publisher - <b>Thomson Learning</b>		Provided by the Publisher
	Human Heredity				
	Type - P1	Author - Cummings			
	Copyright - 2006	Edition - 7th	Readability - 9.4 Flesch-Kincaid		
	Course - Human Heredity		Grade(s) - 9,10,11,12		
	Teacher Edition ISBN if applicable			0534494773	

**Overall Recommendation:**

☒ **Recommended as Basal**

**Overall Strengths, Weaknesses, Comments:**

This is a well organized text that truly focuses on human genetics and heredity. It starts with a basic level of introduction and progresses into population genetics and Hardy-Weinberg. The exercises and labs included may not be considered pure inquiry however applications included do indeed require critical thinking skills and mastery of the content covered.

**CRITERIA**

This basal resource ...

**A. Encompasses KY Content Standards & Grade Level Expectations**

☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

☒ Text is designed to be used in an elective course outside the Program of Studies

**1) Includes the 7 Big Ideas of science to the following extent:**

- |   |   |
|---|---|
| a) Structure and Transformation of Matter | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input checked="" type="checkbox"/> N/A |
| b) Motion and Forces                      | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input checked="" type="checkbox"/> N/A |
| c) The Earth and the Universe             | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input checked="" type="checkbox"/> N/A |
| d) Unity and Diversity                    | <input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| e) Biological Change                      | <input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| f) Energy Transformation                  | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input checked="" type="checkbox"/> N/A |
| g) Interdependence                        | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Little <input type="checkbox"/> N/A |

**2) Addresses content-specific enduring understandings from the related Program of Studies standards.**

☒ Strong ☐ Moderate ☐ Little ☐ N/A

**3) Addresses content-specific skills and concepts from**

☒ Strong ☐ Moderate ☐ Little ☐ N/A

the related Program of Studies standards.

4) Content addressed is current, relevant and non-trivial ☒ Strong ☐ Moderate ☐ Little ☐ N/A

5) Provides opportunities for critical thinking/reasoning ☒ Strong ☐ Moderate ☒ Little ☐ N/A

6) Strengths, Weaknesses, Comments:

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

The text provides a thorough coverage of the genetics and heredity related material of the course. In so much as this is an elective course, complete and in depth coverage of the Big Ideas and specific Kentucky Program and Studies and Kentucky Core Content would not be expected but rather be complimentary to a biology course. Emphasis is placed on truly understanding the material as opposed to just memorizing specific content.

**B. Functionality & Suitability**

☐ Strong Evidence  
☒ Moderate Evidence  
☐ Little or No Evidence

1) Suitability ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) Content quality ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

3) Connections to Literacy

*Note: may apply to either student or teacher editions*

☐ Strong ☒ Moderate ☐ Little

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

Kentucky Department of Education  
Science Adoption 2008-2014

**4) Connections to Technology**

☒ Strong ☐ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

**5) Support for Diverse Learners**

☐ Strong ☐ Moderate ☒ Little

- Provides support for ESL students
  - Provides support for differentiation of instruction in diverse classrooms
- Note: may apply only to teacher edition*

**6) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The text exhibits strength in factual content and the application thereof. It is quite suitable for the students in the design and format especially with the manner in which chapters are introduced with a question with that same question being revisited at the end of the chapter. No evidence was noted for support for ESL students. Critical vocabulary is noted in both the teacher and student additions. The content appeared to be free of errors.

**C. Supports Inquiry and Skill Development**

☐ Strong Evidence  
☒ Moderate Evidence  
☐ Little or No Evidence

**1) Promotes Inquiry, research and Application of Learning**

☐ Strong ☒ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.

*Note: may apply to either teacher or student edition*

**2) Skill Development**

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

While there is little use of pure raw inquiry evident, there are numerous opportunities for students to think critically and solve problems presented in the activities and text. The problems given are realistic and enhance the mastery of the concepts being covered in the course. Case studies are used to provide authentic situation for the students to work in.

**D. Supports Best Practices of Teaching and Learning**

☐ Strong Evidence  
☒ Moderate Evidence  
☐ Little or No Evidence

**1) Engages Students**

☒ Strong ☐ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

*Note: may apply to either teacher or student edition*

**2) Uses Assessment to Inform Instruction**

☐ Strong ☒ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

The text is designed to be interesting and engaging for the students. Real life situations are used and a creative and appropriate manner which will motivate students and allow their data acquisition to be realistic and applicable. End of chapter assessment are in the student text along with critical thinking internet activities.

**E. Has an Organization/ Format that Supports Learning and Teaching**

☒ Strong Evidence  
☐ Moderate Evidence  
☐ Little or No Evidence

**1) Organizational Quality**

☒ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size

Included media are durable, easy to use and have technical merit

- Construction appears to be durable and able to withstand normal use

**2) Essential Components (beyond student and teacher text)**

☐ Strong ☐ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The text is designed in a very logical and organized manner starting with basic cell division and Mendelian Genetics and then progressing to application of population genetics applications. The text features used are engaging and authentic.

**F. Has available Ancillary/ Gratis Materials**

*Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F*

☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

**1) Ancillary/Gratis Materials**

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

**2) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Ancillary/Gratis materials available for this text will enhance teacher planning and preparation and student understanding. The materials are well organized and seemed to exhibit ease of use. The materials are congruent with the objectives of the course even though many of the supplemental materials have different authors.